



COLLEGE OF
PSYCHOLOGISTS AND
BEHAVIOUR ANALYSTS
OF ONTARIO

PREPARING TO TAKE THE JURISPRUDENCE AND ETHICS EXAMINATION

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TABLE OF CONTENTS

SECTION I

Strategies for taking the JEE	3
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SECTION II

Introduction.....	6
Sample Questions.....	7

SECTION III

Answers with explanations	16
---------------------------------	----

SECTION I: STRATEGIES FOR TAKING THE JEE

PREPARATION FOR THE EXAMINATION

1. Review the legislation, regulations, standards and code of ethics relevant to the practice of psychology (see list of [Legislation, Standards and Guidelines Relevant to Members](#)). Even if you are not in supervised practice, you are also encouraged to review the [Supervision Resource Manual](#), as it may contain some information to help you in your preparations.
2. Study methods:
 - a. The Jurisprudence and Ethics Examination (JEE) multiple choice questions require that you make connections between ideas. The items require a detailed and organized knowledge of the material – simple recognition of ideas will not be sufficient.
 - b. Questions generally address an evaluation, synthesis or application level of knowledge, not rote memorization of facts. Study to understand; don't just memorize.
 - c. It is useful to consider the legislation, regulations, standards, and codes of ethics not in isolation but as they apply to various content areas (e.g., feedback/reports, informed consent) and activities (e.g., practice, teaching/supervision) outlined in the Examination Blueprint found in the Registration Guidelines.
3. Review sample questions. The information about JEE includes sample questions that have been used on previous examinations. Review these questions to be sure you are familiar with the question format.

STRATEGIES FOR TAKING THE MULTIPLE-CHOICE EXAMINATION

The JEE has 60 multiple choice questions. Each question has a stem (the scenario), a lead-in (the question) and options (possible responses, only one of which is correct).

Writing a multiple-choice exam requires a different approach than that used for an essay or short answer exam.

The following are some suggestions to help you maximize your performance on the multiple-choice exam.

1. Plan your time: As the exam is two hours long (120 minutes) and consists of 60 questions, there is approximately two minutes for each question. Calculate the time which you can allot for each question so that there is some time left at the end to review difficult or unanswered questions. Answer the questions that you feel confident about first. Mark the questions that are causing you problems for later review. This technique will allow you to read all the questions and ensure that you do not run out of time to answer questions you are sure about.
2. Enter your answers as you go:
 - a. Enter your answers as you go (Note: There will be no additional time to enter the answers at the end of the exam.)

- b. Make sure you enter your responses correctly. Check the question number to be sure you have entered your answer to the corresponding question, especially if you have skipped one or more questions.
3. Read the questions carefully:
 - a. Exam time limits can sometimes make you feel that speed is the most important factor in finishing the exam on time, causing you to skip over simple words that are crucial to figuring out exactly what is being asked. Take your time and read each question carefully, noting the key concept being addressed. Spending adequate time on the questions reduces the time it takes to choose an answer.
 - b. Noting key words helps to narrow down the question's meaning and helps to determine the correct answer. For example, pay attention to negatives ("not"), superlatives ("most appropriate," "best option," "do first"), and qualifiers ("usually," "often," "generally.").
 - c. Similarly, pay attention to multiple choice questions containing absolutes ("always," "never," "every").
4. Answer the questions:
 - a. Form an answer first, then look at the answer options.
 - i. Form an answer for the question before looking at the answer options. Try to recall the concept or think out the answer without looking at the options. This helps minimize confusion and may speed up your decision making. You may find it helpful to use an approach similar to "Ethical Decision Making" described in [*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#).
 - ii. When approaching an examination question, begin by considering what one should do in the situation described in the stem of the question, before reading the possible answers. You might want to cover the answers with your hand to keep from looking at the options and biasing yourself. For each question, it is suggested that you consider the following:
 - The person(s) or group(s) potentially affected by the decision;
 - The legislation, regulations, standards and ethical principles relevant to the question;
 - The influence of personal factors (biases, stresses, self-interest) on the choice of a course of action;
 - Based on the above considerations, choose a course of action that you consider best from the options provided. Try to formulate an answer before looking at the four options given.
 - iii. Then look to see if your answer is in the list of options. You may already know the answer!
 - iv. If the answer you thought would be most correct is not listed and none of the options seem like the obvious correct choice, start by eliminating the obviously wrong choices.
 - b. Leave difficult questions to the end – try to allow enough time at the end to review these questions.

- i. If you are not sure of an answer, leave the question until the end. Do not spend a lengthy time over a single question; move on to others you can answer with certainty and come back to the unanswered questions at the end.
 - ii. When you skip an item and continue through the exam, make sure you are filling in the circle for the appropriate item on the answer sheet (e.g. fill in the correct circle in row 40 for question 40).
 - c. Trust your judgment, even if you must change your answer. It's alright to change your answer if you feel strongly that another response is the correct one. It's a myth to trust only your first response but try not to second-guess yourself too much. Base any changes on concrete reasoning, not just a feeling. If you do change an answer, be sure to erase the original response completely.
 - d. When you review any unanswered question(s) at the end, if you are still uncertain of a response – guess. There is no penalty for guessing (i.e. you don't lose marks for guessing incorrectly).
 - e. Answers are randomized. Just because the last three answers were "A" doesn't mean the next one can't be "A" as well. If you do have to guess, do your best to narrow your answer down to as few alternatives as possible and then pick the one you believe is most likely correct.
 - f. If you are unsure of the correct answer, read the question again.
 - i. On the first reading, identify the topic.
 - ii. On the second reading, identify what specifically the question is asking about that topic.
5. Other resources to help you prepare for multiple choice question exams may be available through university learning centres or other online sites. (Note: The College of Psychologists and Behaviour Analysts does not endorse the specific materials cited below. These resources are provided as additional information for your consideration.) For example:
- a. University of Toronto:
https://www.utsc.utoronto.ca/aacc/sites/utsc.utoronto.ca.aacc/files/tipsheets/Academic_Advising_Tipsheets/MultipleChoice.pdf

SECTION II: SAMPLE QUESTIONS

To help you prepare for the JEE, below you will find a list of practice items similar to those you will find on the actual exam. These items have been prepared by the College's Jurisprudence and Ethics Examination Committee (JEEC) and most have appeared on previous exams.

Each item is multiple-choice and begins with a "stem" that generally makes a statement or provides a description of a situation and ends with a specific question about the statement or situation. The stem is then followed by four alternative answers, from which you are to choose what you think is the 'correct' or 'best' answer.

You will note that one type of item is fact or knowledge based, with a clear right or wrong answer (e.g., an item that asks whether a particular behaviour is defined in College regulations as professional misconduct). Some of these items require distinctions between correct and nearly correct answers. Therefore, it is important to attend to the information provided in the stem as well as to the precise formulation of the question.

A second type of item requires you to synthesize and/or analyze several factors to determine the best answer. These items have stems that generally end with a question asking what you think you should do or what you think is the best course of action in response to the situation described. For this type of item, you might think that there is an even better response or course of action than any of those provided, especially if further information were available. However, choosing the correct answer for this type of item requires choosing the best answer from the four alternative answers provided, based on the details provided in the stem.

A third type of item is a blend of the first two types. These items require you to decide both whether a particular behaviour is considered appropriate, and to choose the best ethical/jurisprudence rationale underlying the behaviour's appropriateness or inappropriateness.

IMPORTANT: The practice items are intended to help you orient yourself to the exam. These items are not intended to function as a "mock exam." The practice items may reference legislation or standards that have been updated or changed. They are illustrative of the type and range of questions you will find on the JEE; however, they are not exhaustive of the full range of items on the JEE. In addition, the number and topic proportionality of the practice items do not reflect the number and topic proportionality of the items on the exam.

To further assist you with preparation for the JEE, the practice items are followed by a separate section that provides the correct answer for each item, as well as explanations for why the correct answer is correct and why each of the incorrect answers is incorrect. Each explanation includes reference to one or more of the resource documents used in the construction of the JEE. Not every resource document relevant to a particular item is necessarily referenced in the explanations for that item. Rather, the explanations are limited to the document(s) considered most relevant to the particular item.

A note on exam content: Exam questions are designed to test your knowledge of ethical and legislative issues. The content of the questions have been designed with this purpose in mind and often are written using case scenarios. Efforts have been made to avoid any unnecessarily disturbing material. That said, practicing psychology professionals must be able to adequately respond in the moment to what is

brought up by the individuals and groups with whom they work (e.g., reporting of violence or discrimination) and this is reflected within the exam questions.

SAMPLE QUESTIONS

1. A graduate student is being supervised by a member. The graduate student advises the supervisor that he is feeling angry toward his client. In the course of discussing his feelings, he discloses that he has been having problems with angry outbursts over the past few years. Which of the following would be the best approach for the supervisor to take in this situation?
 - a. Focus on the student's impact on the client and recommend counseling for anger management.
 - b. Devote some of the supervisory time to the student's difficulty with anger management.
 - c. Encourage the student to continue to report his / her feelings to the supervisor.
 - d. Recommend readings for the student that would address the anger issue.
2. A member of the College of Psychologists and Behaviour Analysts who is teaching a graduate seminar is approached by a student, who informs the member about recent academic problems encountered due to difficulties in a personal relationship and asks for the member's assistance with those personal difficulties. Which of the following is the member's best course of action in this situation?
 - a. Speak to the student's academic advisor to explain the student's academic difficulties and request assistance for the student.
 - b. Provide the student with professional advice about how best to deal with the relationship problem.
 - c. Give the student the names and phone numbers of professionals who can provide assistance with the relationship problem.
 - d. Seek the advice of another faculty member, who knows the student, about how best to deal with the student's difficulties.
3. A member meets a former client at a cocktail party. The former client had been seen regularly by the psychological practitioner between the ages of 12 and 17 for therapy related to oppositional defiant behaviour. The therapy had ended ten years before the cocktail party. During the cocktail party, the psychological practitioner and former client find that they are sexually attracted to one another. The former client asks the psychological practitioner to go to a hotel for the night. Would it be consistent with ethical principles to accept this invitation?
 - a. No, because the length of treatment was more than two years.
 - b. No, because the psychological practitioner has a responsibility to evaluate the possible effect of the previous relationship on the client's current decision making.
 - c. Yes, as it has been more than two years since the end of therapy.
 - d. Yes, as the former client is now an adult, and it would be insulting to question the former client's ability to make an independent choice about such a matter.
4. As part of a disaster relief team, a member is called to a local airport shortly after a plane crash that killed all on board. The practitioner enters an area reserved for families of the victims and, after checking with the team captain, approaches a couple who have lost their son, daughter-in-law, and two grandchildren. In this situation, how should the practitioner proceed?
 - a. Tell the couple only that he/she is part of the relief team, but withdraw if the couple ask to be left alone.
 - b. Provide the same amount of information required in obtaining consent from any other client receiving psychological services, and have the couple sign a consent form.

- c. Tell the couple only that he/she is part of the relief team and, due to the urgent need, continue even if the couple ask to be left alone.
 - d. Before proceeding with intervention, the practitioner must provide the same amount of information required in obtaining consent from any other client receiving psychological services but, due to the circumstances, rely on oral consent.
5. A member of the College who is part of a multi-disciplinary team has assessed a client in a psychiatric outpatient setting. The assessment indicates that the person meets the diagnostic criteria for a Mood Disorder. The member is suddenly faced with a medical problem and cannot see the client. Which course of action is best for communicating the diagnosis?
- a. Ask another member of the College to meet with the client to review the findings and diagnosis.
 - b. Ask another professional on the treatment team to convey the diagnostic information to the client as long as this is consistent with hospital policy.
 - c. Communicate the diagnosis through the spouse of the client or another trusted person in the family.
 - d. Contact the family physician and request that he or she convey the diagnostic information.
6. A member with secretarial support is scheduled to see a child for a psychoeducational assessment. The child is being brought to the session by her mother, who shares custody of the child with her former husband. The member receives a phone call from the father saying he has changed his mind about consenting to the assessment. The member decides not to proceed with the assessment, pending legal consultation. The mother and child are in transit and not reachable. The member, who teaches at the university, is behind in submitting grades and is considering using the time to go to the university to complete this work. In this situation, what would be the best course of action?
- a. Personally meet with the mother at the scheduled time to explain the reason why the assessment is being cancelled.
 - b. Go to the university and have the secretary explain the reason for cancellation of the appointment when the mother arrives.
 - c. Go to the university and have the secretary inform the mother to contact her former husband about the reason for the cancellation.
 - d. Proceed with the assessment as withdrawal of the father's consent is insufficient reason to cancel.
7. A member has had a particularly busy month and has not completed several promised reports. The member receives a phone call from a parent saying that one of the reports needs to be completed by the next day in order to be circulated and considered in advance of an Identification, Placement and Review Committee (IPRC) meeting regarding special class placement for the parent's child. The parent reminds the member that the report was promised for the week before. In addition to apologizing to the parent for the delay, and explaining the reasons for the delay, what is the member's best course of action?
- a. Have the complete report available by the next day.
 - b. Provide the parent with the key findings over the phone.
 - c. Ask the parent to try to have the meeting date changed by one week.
 - d. Have a written summary of the key findings ready by the next day.
8. A candidate applies for a position as your research assistant, and submits her Curriculum Vitae and three letters of reference. You notice that there is no letter from her immediate supervisor, but it is

someone whom you know. What should you do about obtaining a reference from the immediate supervisor?

- a. Call the supervisor and ask for his opinion of her.
 - b. Ask the candidate if you may call the supervisor.
 - c. Write a letter to the supervisor, with a copy to the candidate, requesting a reference.
 - d. Do not contact the supervisor because the candidate didn't ask him for a letter.
9. You and two colleagues are designing a study that requires access to hospital patients. The physician in charge of the unit agrees to allow the patients to be asked if they want to participate, but only in exchange for second authorship on all publications arising from the study. What should you do about authorship?
- a. Grant the request, because it is the only way you can get these patients as participants.
 - b. Grant the physician last authorship, as your colleagues must have priority.
 - c. Deny the request because the physician did not have any role in the design or writing of the study.
 - d. Deny the request, because it would create conflict of interest to grant authorship to the physician.
10. A member has recently completed a paper for publication based on a former doctoral student's dissertation. In discussion with the former student, the member has claimed first authorship. The former student disagrees, claiming rights to first authorship. What is the member's obligation to the student in this circumstance?
- a. Give the student first authorship.
 - b. Find a mediator to settle the dispute.
 - c. Ask the department head to make the decision.
 - d. Insist on first authorship.
11. You work for the Psychology Department of a large school board. You have been told by a client that a colleague in your Department has, in a professional capacity, publicly criticized a community program on the basis that it provides free service to members of a religious group whose beliefs your colleague opposes. Should you take any action?
- a. Yes, speak directly to your colleague about your concerns.
 - b. Yes, bring the situation to the attention of the department head.
 - c. No, the client's information is not sufficient to take any action.
 - d. No, the potential harm to the community program is minimal.
12. Mr. Jones is contesting custody of a young child. He is not the biological father of the child but claims that he has assumed considerable responsibility for the care of the child. As someone assisting the court by performing a court-ordered custody and access assessment, under the *Children's Law Reform Act, 1990*, what must the member consider in determining the best interests of the child?
- a. Whether Mr. Jones has any criminal history.
 - b. Whether Mr. Jones has a clear plan for the care of the child.
 - c. Whether Mr. Jones has any family psychiatric history.
 - d. Whether Mr. Jones intends to relocate his residence in the near future.

13. You are a member with 10 years' experience in clinical child psychology although you have not previously done custody and access assessments. You are requested to do a custody and access assessment. May you accept this referral?
- On the basis of your experience in clinical child psychology, you may accept the referral.
 - Because you have no experience with custody and access assessments, you may not accept the referral.
 - If you arrange to consult with a custody and access assessment specialist, you may accept the referral.
 - If you attend a workshop on custody and access assessment, you may accept the referral.
14. Under the *Health Care Consent Act, 1996*, which information is NOT required as part of informed consent for treatment?
- The material risks of treatment.
 - The names of alternate providers.
 - Alternative courses of action.
 - The likely consequences of not having the treatment.
15. Six years ago you successfully treated a client for a substance abuse problem. The client is now seeking a divorce and you have been asked to undertake a custody and access assessment for the courts. May you proceed with the assessment?
- You may proceed, as long as you interview all parties.
 - You may not proceed, because you are in a conflict of interest.
 - You may proceed, as long as you engage the services of a colleague to consult with you on the case.
 - You may not proceed, unless you inform the court of your earlier treatment involvement with the client.
16. You are providing therapy to a member of another regulated health profession, who is seriously concerned about strong sexual feelings she has developed for one of her clients. She states there is no behaviour that might be considered abusive. Under the *Regulated Health Professions Act, 1991*, must you report this disclosure?
- No, strong sexual feelings for a client are not reasonable grounds to believe the member of the other regulated health profession has engaged in sexual abuse of a client.
 - No, if the member of the other regulated health profession agrees to continue in therapy.
 - Yes, the concerns must be reported to the other health professional's regulatory body.
 - Yes, but before doing so you must advise the member of the other regulated health profession that you will be making a report to her College.
17. A member is a chief psychologist for a board of education. Her staff includes one psychological associate, registered with no limitations respecting diagnosis, and one M.A. level provider who is not a regulated health care provider and is not seeking registration with the College. In communicating a diagnosis, what is the member's responsibility?
- The member must supervise both the regulated and non-regulated provider.
 - The member must supervise only the non-regulated provider.

- c. The member should personally communicate all diagnoses herself.
 - d. The member may allow only the regulated colleague to communicate a diagnosis.
18. A member makes it a practice to give a prescribed battery of psychological tests to all new clients. Because of his busy schedule and cramped office space, clients are often sent home to complete the MMPI. Which of the following statements is correct?
- a. This practice is inappropriate, because it risks test security and violates standard testing procedures.
 - b. This practice is inappropriate, unless clients are instructed in, and agree to maintain, test security at home.
 - c. This practice is inappropriate, unless carefully interpreted in light of an extensive direct interview and history.
 - d. This practice is inappropriate, because this test must be administered in the presence of the assessor.
19. A member of the College who works in a remote northern Ontario town receives a request from the local school to complete a psycho-educational assessment on a hearing-impaired child who has recently moved to the area. The assessment would provide information to assist in school placement and programming decisions for the child. Although the member has experience as a psycho-educational consultant, she does not have training in working with hearing-impaired individuals. However, there is no other qualified assessor in the area and, if she refuses to assess the child, he will have to wait months for an appointment at a distant hospital. In this case, what is the member's best course of action?
- a. Complete the assessment with the assistance of a sign language interpreter who can translate verbal items from the tests.
 - b. Refuse to complete the assessment, as it would be unethical to engage in an activity that falls outside the member's scope of competence, and refer the child to the distant hospital for an assessment.
 - c. Complete the assessment, but in consultation with a professional experienced in assessing hearing-impaired individuals regarding test selection, modification of procedures, and interpretation.
 - d. Complete the assessment using only measures that do not require verbal responses and whose instructions can be pantomimed.
20. A member of the College conducts assessments for a government agency to determine the eligibility of test-takers for certain vocational training programs. Following such an assessment, a test-taker requests a copy of their assessment results. According to *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, which of the following represents the best policy with respect to releasing the assessment results to the test-taker?
- a. The client must request the government agency to release the report they received.
 - b. A report of the test-taker's assessment results should be provided in person so that the member or another qualified person can be available to interpret it for the test-taker, if necessary.
 - c. The test-taker should not be provided with a report, as there was no agreement to do so prior to the assessment.
 - d. The test-taker should not be provided with a report, as he/she has no legal entitlement to the information that it contains.

21. A client of a member has had to move to another province after three months of assessment and therapy. The member receives a request from the client's new therapist, an unregulated provider, for a report on the assessment and treatment provided to the client. A signed consent for release of information was enclosed. How should the member respond to this request?
- a. The member has no obligation to provide a report to a non-regulated provider in another province.
 - b. The member has no obligation to provide a report to a non-regulated provider in another province unless the member discusses the case with the new therapist by phone, in advance.
 - c. The member has an obligation to provide a report to the non-regulated provider but must personally contact the client to verify the consent.
 - d. The member has an obligation to provide the requested report to the non-regulated provider.
22. You are participating in a panel discussion. One of the other panelists presents information that you feel is clearly wrong and may confuse the audience. What should you do?
- a. Speak to the panelist after the discussion is adjourned.
 - b. Interrupt the panelist in order to prevent the risk of misinterpretation.
 - c. Disagree and give your opinion once the panelist has finished speaking.
 - d. Say nothing because to do so would interfere with freedom of speech.
23. Following an intake interview and initiation of psychometric testing, an intern under a member's supervision informs the member that the patient is a cousin of the intern's new boyfriend. What direction should the supervisor provide the intern regarding providing this psychological service to this patient?
- a. Direct the intern to complete the assessment but then ask another intern to provide any necessary follow-up service.
 - b. Advise the intern to avoid social contact with the patient until the completion of the assessment.
 - c. Inform the intern that the supervisor will arrange for another intern to complete the assessment.
 - d. Direct the intern to determine if the patient is comfortable with this arrangement.
24. As a member of the College, you have been asked by a Family Court to conduct an assessment of a 14-year-old youth whom you deem to have the capacity to consent. Midway through the assessment, to which the young person has consented, the young person says he has something to tell you that he does not want repeated because he has never told anyone about it before. Which of the following would be the best response to him?
- a. Inform him that you must tell his parents if he tells you about suicidal feelings.
 - b. Inform him that your ethical duty is to respect his confidentiality.
 - c. Inform him that you are unable to guarantee that anything he says will be kept confidential.
 - d. Inform him that you will use your judgment about whether you will need to break confidentiality.
25. A member obtains informed consent for student participation in a program evaluation study from the parents of 24 grade-three students. Just before the post-test session is scheduled to occur, three of the students don't want to participate in the post-test session. The loss of these three students from the study will undermine the validity of the results. Within the framework of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, what should the practitioners do?

- a. Allow the children to withdraw.
 - b. Tell the children that their parents signed them up for the study, so they have to continue to participate.
 - c. Inform the parents of their children's refusal, leaving it up to the parents to decide whether the member should tell the children that they have to continue.
 - d. Ask the teacher to speak to the children about the importance of the research and the importance of continuing to participate.
26. A member supervised a PhD student's dissertation, funded by the member's grant. The dissertation was successfully completed two years ago. The member is eager to have the important findings published, but the graduated student has not followed through with publication. With the student's agreement, the member writes up the findings and proceeds with publication. Should the member be first or second author?
- a. First author, because the member supervised the dissertation.
 - b. First author, because the member prepared the findings for publication and had it published.
 - c. Second author, because the student conceptualized the dissertation and completed it.
 - d. Second author, because students should be first authors for publications based on research for which they did the most work.
27. A member is the head of a psychology department in a school board. The school board begins a quality management program that requires each department to develop methods to evaluate the efficiency, effectiveness, and quality of its services, and to report the results of its evaluations to the school board. Ethically, how should a member respond to the school board's requirement?
- a. Attempt to convince the school board that such programs remove too many resources from direct service.
 - b. Find ways to cooperate with the school board's program, in order not to risk loss of support for psychological services in the board.
 - c. Cooperate with the school board's program sufficiently to increase the chances of maintaining support for psychological services in the board, but not enough that such bureaucratic requirements are encouraged.
 - d. Find ways to cooperate with the school board's program, as psychological practitioners are ethically required to participate in accountability processes and procedures.
28. You discover that a colleague has listed you as a co-author of a paper that was recently presented at a small provincial meeting. You were unaware that you were considered part of this research although you do remember discussing the research over lunch with the paper's lead author. Should you include this paper in your curriculum vitae?
- a. Yes, since the paper's lead author believes you made a significant contribution.
 - b. Yes, but only if you become more involved in the colleague's continuing research on the topic.
 - c. No, since you do not believe you made a significant contribution.
 - d. No, and you must send a letter to all participants that you were not a co-author.
29. A member teaches the Social-Emotional-Personality assessment course at a local university, narrowly focussing the content of the course on non-standardized assessment procedures. A student expresses

concern to another member on the faculty that the course is not adequately preparing students for practicum placements. What is this second faculty member's best course of action?

- a. Discuss the concern with the member who teaches the course.
 - b. Do nothing because there is tremendous variability in assessment training in this area.
 - c. Direct the student to other resources to expand their training in this area.
 - d. Offer remediation work in order to help the student gain these skills.
30. A member is supervising both an MA student and post-doctoral fellow. Prior to the fellow's arrival, the MA student conceptualized and executed a study. Upon arrival, the fellow helped to analyze the data. The member informed the MA student that the fellow would write the manuscript and be first author, and the MA student would be second author. Was the member's behaviour consistent with the ethical standards of the profession?
- a. Yes, because the fellow has greater seniority.
 - b. Yes, because the fellow has more experience preparing manuscripts and the manuscript is more likely to be published.
 - c. No, because the MA student merits senior authorship, based on relative contribution.
 - d. No, because the member should be first author, as the member is the supervisor of both the fellow and the student.
31. A member of the College has an active social media account (e.g., Facebook). A current client invites the member to become "a friend," which would allow the exchange of personal information and photographs on the member's network. What should the member do?
- a. Decline the invitation, because it may lead to an inappropriate change in the professional-client relationship.
 - b. Decline the invitation, as there currently is no way that a member can control what the client will post on the social media account.
 - c. Accept the invitation, but only after discussing with the client the potential harm of potential boundary violations and how to manage them.
 - d. Accept the invitation, but ensure that the member's privacy settings/preferences on the social media account are set to restrict the unwanted communication of the member's personal information.
32. A member is given a brochure by a local social worker who has recently started a private counselling practice. In the brochure, the social worker is described as a "certified marriage and family therapist" and as providing "social, emotional, and psychological counselling." The social worker asks the member to distribute the brochure to clients who might benefit from the services. Why should the member decline this request?
- a. Social work is not a regulated health profession.
 - b. Social workers are not permitted to provide counselling because they are not members of a regulated health profession
 - c. Social workers cannot advertise themselves as a certified marriage and family therapist because this is not recognized as professional certification in Ontario.
 - d. Social workers cannot advertise themselves as providing psychological counselling because they are not members of the College of Psychologists and Behaviour Analysts of Ontario.

33. A member's services in an interdisciplinary health setting include providing in-service training in counselling. The member uses teaching techniques that include participants' self-disclosure of emotionally significant events in their own lives. Which of the following is the member's most important ethical responsibility when using such techniques?
- a. Provide participants with referral information for treatment services.
 - b. Assure that participants are informed about the teaching techniques before deciding whether to participate in the training.
 - c. Provide a reading list to those who choose not to participate in the training.
 - d. Screen potential participants to identify those who might be harmed by the self-disclosure.
34. Upon receiving a referral for therapy, a member realizes a potential client is the former spouse of his neighbor. Is there a problem in accepting this client for psychotherapy?
- a. No, since one relationship is professional and the other is personal.
 - b. No, as long as the member is open in discussing the situation with the client.
 - c. Yes, because the member may not be able to be objective in providing therapy to the client.
 - d. Yes, because accepting the client may influence the member's relationship with the neighbor.
35. A member is teaching an undergraduate course in abnormal psychology. As an exercise, and without informing students in advance, the member showed the Rorschach cards and asked the students to give their interpretive responses in class. A colleague hears of this. What should the colleague do?
- a. Inform the College of Psychologists and Behaviour Analysts about this practice.
 - b. Do nothing because the member has the academic freedom to do this.
 - c. Talk directly with the member about this practice.
 - d. Inform the department chair about this practice.

SECTION III: ANSWERS WITH EXPLANATIONS

REMINDER: The practice items are intended to help you orient yourself to the exam. These items are not intended to function as a “mock exam.” The practice items may reference legislation or standards that have been updated or changed. They are illustrative of the type and range of questions you will find on the JEE; however, they are not exhaustive of the full range of items on the JEE. In addition, the number and topic proportionality of the practice items do not reflect the number and topic proportionality of the items on the exam.

To further assist you with preparation for the JEE, this section provides the correct answer for each of the above items, as well as explanations for why the correct answer is correct and why each of the incorrect answers is incorrect. Each explanation includes reference to one or more of the resource documents used in the construction of the JEE. Not every resource document relevant to a particular item is necessarily referenced in the explanations for that item. Rather, the explanations are limited to the document(s) considered most relevant to the particular item.

1. A graduate student is being supervised by a member. The graduate student advises the supervisor that he is feeling angry toward his client. In the course of discussing his feelings, he discloses that he has been having problems with angry outbursts over the past few years. Which of the following would be the best approach for the supervisor to take in this situation?
 - a. Focus on the student's impact on the client and recommend counseling for anger management.
 - b. Devote some of the supervisory time to the student's difficulty with anger management.
 - c. Encourage the student to continue to report his / her feelings to the supervisor.
 - d. Recommend readings for the student that would address the anger issue.

Option a is correct because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, (Principle III, Values Statement, para 6; III.30), and 13.1 and 13.2 of the *Standards of Professional Conduct, 2017*, a major consideration in this type of situation is avoiding a dual relationship with the student that could reduce the supervisor's ability to be objective and unbiased in the supervisor's determination of what might be in the best interests of both the client and the student. In addition, recommending counseling for anger management is consistent with the expectation to seek appropriate help in such circumstances (Principle II - Responsible Caring, II.11).

Option b is incorrect because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6; III.30), and 13.1 and 13.2 of the *Standards of Professional Conduct, 2017*, a major consideration in this type of situation is avoiding a dual relationship with the student that could reduce the supervisor's ability to be objective and unbiased in the supervisor's determination of what might be in the best interests of both the client and the student). Although obtaining help for the anger management problem is consistent with Principle II – Responsible Caring (II.11), devoting some of the supervisory time to the student's problem with anger management would clearly constitute the creation of a dual relationship.

Option c is incorrect because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6; III.30), and 13.1 and 13.2 of the *Standards of Professional Conduct, 2017*, a major consideration in this type of situation is avoiding a

dual relationship with the student that could reduce the supervisor's "ability to be objective and unbiased in the supervisor's determination of what might be in the best interests" of both the client and the student. In this situation the student has reported a personal problem that extends beyond the service being provided to the client. Although obtaining help for the anger management problem is consistent with Principle II - Responsible Caring (II.11), simply encouraging the student to continue to report to the supervisor his feelings related to this problem would be insufficient and could create a dual relationship.

Option d is incorrect because, although obtaining help for the anger management problem is consistent with Principle II - Responsible Caring (II.11) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, only providing readings is not a sufficient response.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.11
- Principle III, Values Statement, para 6
- III.30

[*Standards of Professional Conduct, 2017*](#) Sections:

- 13.1
- 13.2

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2. A member of the College of Psychologists and Behaviour Analysts who is teaching a graduate seminar is approached by a student, who informs the member about recent academic problems encountered due to difficulties in a personal relationship and asks for the member's assistance with those personal difficulties. Which of the following is the member's best course of action in this situation?
- Speak to the student's academic advisor to explain the student's academic difficulties and request assistance for the student.
 - Provide the student with professional advice about how best to deal with the relationship problem.
 - Give the student the names and phone numbers of professionals who can provide assistance with the relationship problem.
 - Seek the advice of another faculty member, who knows the student, about how best to deal with the student's difficulties.

Option a is incorrect. This action might be considered but, under Principle I – Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* would require the student's consent to discuss the student's personal problems with any third party (I.38; I.43). There is nothing to indicate that consent has been obtained.

Option b is incorrect because, under Principle III - Integrity in Relationships (Values Statement, para 6; III.30) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, and 13.1 and 13.2 of the *Standards of Professional Conduct, 2017*, a major consideration in this type of situation is avoiding a dual relationship with the student. Providing the student with professional advice would clearly constitute the creation of a dual relationship.

Option c is correct because, under Principle III - Integrity in Relationships (Values Statement, para 6; III.30) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, a major consideration in this type

of situation is avoiding a dual relationship with the student. This option avoids creating a dual relationship with the student.

Option d is incorrect. This action might be considered but, under Principle I - Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, would require the student's consent to discuss the student's personal problems with any third party (I.38; I.43). There is nothing to indicate that consent has been obtained.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.38
- I.43
- Principle III, Values Statement, para 6
- III.30

[*Standards of Professional Conduct, 2017*](#). Sections:

- 13.1
- 13.2

-
3. A member meets a former client at a cocktail party. The former client had been seen regularly by the psychological practitioner between the ages of 12 and 17 for therapy related to oppositional defiant behaviour. The therapy had ended ten years before the cocktail party. During the cocktail party, the psychological practitioner and former client find that they are sexually attracted to one another. The former client asks the psychological practitioner to go to a hotel for the night. Would it be consistent with ethical principles to accept this invitation?
- a. No, because the length of treatment was more than two years.
 - b. No, because the psychological practitioner has a responsibility to evaluate the possible effect of the previous relationship on the client's current decision making.
 - c. Yes, as it has been more than two years since the end of therapy.
 - d. Yes, as the former client is now an adult, and it would be insulting to question the former client's ability to make an independent choice about such a matter.

Option a is incorrect because, under Principle II - Responsible Caring (II.28) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the primary consideration in this type of situation is whether the previous relationship "reasonably could be expected to influence the client's personal decision making." Length of treatment is one factor that the member should consider; however, it is not sufficient. The *Standards of Professional Conduct, 2017* (13.5) specifically also mention vulnerability to exploitation and the possible need for future services or other professional involvement with the psychologist as further considerations.

Option b is correct because, under Principle II - Responsible Caring (II.28) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the primary consideration in this type of situation is whether the previous relationship "reasonably could be expected to influence the client's personal decision making." The context of the cocktail party and the limited amount of time since re-connecting with the client is not sufficient for the member to adequately consider whether such influence could be present. The *Standards of Professional Conduct, 2017* (13.5) specifically also mention vulnerability to exploitation and the possible need for future services or other professional involvement with the psychologist as further considerations.

Option c is incorrect because, under Principle II - Responsible Caring (II.28) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the primary consideration in this type of situation is whether the previous relationship “reasonably could be expected to influence the client’s personal decision making.” The *Standards of Professional Conduct, 2017* (13.5) specifically also mention vulnerability to exploitation and the possible need for future services or other professional involvement with the psychologist as further considerations. Although two years is often the time period specified in codes of conduct (e.g., *Standards of Professional Conduct, 2017*, 13.5) as the minimum for establishing this kind of relationship, and Principle III – Integrity in Relationships (III.33) states that members should know and follow the rules and regulations of the profession, the specified time period is only a minimum.

Option d is incorrect because, under Principle II - Responsible Caring (II.28) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the primary consideration in this type of situation is whether the previous relationship “reasonably could be expected to influence the client’s personal decision making.” The *Standards of Professional Conduct, 2017* (13.5) specifically also mention vulnerability to exploitation and the possible need for future services or other professional involvement with the psychologist as further considerations. Refusal of the invitation being experienced as insulting by the former client does not outweigh the member’s responsibility to minimize potential harm.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#), Sections:

- II.28
- III.33

[*Standards of Professional Conduct, 2017*](#). Section:

- 13.5

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4. As part of a disaster relief team, a member is called to a local airport shortly after a plane crash that killed all on board. The practitioner enters an area reserved for families of the victims and, after checking with the team captain, approaches a couple who have lost their son, daughter-in-law, and two grandchildren. In this situation, how should the practitioner proceed?
 - a. Tell the couple only that he/she is part of the relief team, but withdraw if the couple ask to be left alone.
 - b. Provide the same amount of information required in obtaining consent from any other client receiving psychological services, and have the couple sign a consent form.
 - c. Tell the couple only that he/she is part of the relief team and, due to the urgent need, continue even if the couple ask to be left alone.
 - d. Before proceeding with intervention, the practitioner must provide the same amount of information required in obtaining consent from any other client receiving psychological services but, due to the circumstances, rely on oral consent.

Option a is correct is because, under Principle I - Respect for the Dignity of Persons and Peoples (I.19) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, fully informed consent need not be obtained “in circumstances of urgent need.” The member is expected to exercise appropriate judgment in such circumstances about the amount of information that is appropriate. However, the member should respect any indication that the couple does not want the member to continue (I.16; I.30). The Ontario

Health Care Consent Act, 1996 (s.25[3][e]) also specifies that emergency treatment may occur only if there is no reason to believe that the treatment is not wanted.

Option b is incorrect because, under Principle I - Respect for the Dignity of Persons and Peoples (I.19) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, fully informed consent is not required in responding to the immediate urgent need. Oral assent is acceptable under this circumstance (I.22). However, if the service were to continue beyond the immediate crisis, then fully informed consent would be obtained as soon as possible (I.19).

Option c is incorrect because, under Principle I - Respect for the Dignity of Persons and Peoples (I.19) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, fully informed consent need not be obtained “in circumstances of urgent need.” However, the member should respect any indication that the couple does not want the member to continue (I.16; I.30). The Ontario *Health Care Consent Act, 1996* (s.25[3][e]) also specifies that emergency treatment may occur only if there is no reason to believe that the treatment is not wanted.

Option d is incorrect. Although, under Principle I - Respect for the Dignity of Persons and Peoples (I.19) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, oral assent to proceed is acceptable in this circumstance (I.22). Fully informed consent is not required in responding to an immediate urgent need (I.19).

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.16
- I.19
- I.22
- I.30

[*Health Care Consent Act, 1996*](#). Section:

- 25(3)(e)

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5. A member of the College who is part of a multi-disciplinary team has assessed a client in a psychiatric outpatient setting. The assessment indicates that the person meets the diagnostic criteria for a Mood Disorder. The member is suddenly faced with a medical problem and cannot see the client. Which course of action is best for communicating the diagnosis?
- Ask another member of the College to meet with the client to review the findings and diagnosis.
 - Ask another professional on the treatment team to convey the diagnostic information to the client as long as this is consistent with hospital policy.
 - Communicate the diagnosis through the spouse of the client or another trusted person in the family.
 - Contact the family physician and request that he or she convey the diagnostic information.

Option a is correct. Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is the responsibility of members to obtain the best possible service required when circumstances beyond their control make it impossible for them to provide an anticipated service themselves (II.18; II.33). Of the options provided, another member is the most likely to be able to provide suitable and understandable diagnostic information from a psychological assessment (II.7; II.20).

Option b is incorrect because, under Principle IV - Responsibility to Society (IV.17) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, hospital policy does not offset the ethical responsibility of members under Principle II - Responsible Caring to obtain the best possible service required when circumstances beyond their control make it impossible for them to provide an anticipated service themselves (II.18; II.33). Even if hospital policy allows otherwise, the member still has a responsibility to ensure that the chosen team member has the competence to provide suitable and understandable diagnostic information (II.7; II.20).

Option c is incorrect because, under Principle II - Responsible Caring (II.7) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, members have a responsibility not to delegate activities to persons not competent to carry them out. Spouses and family members are generally not competent to communicate suitable and understandable diagnostic information (II.20). Even if the spouse or family member has the necessary competence, there would be an inherent conflict of interest (III.30; III.36).

Option d is incorrect. Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is the responsibility of members to obtain the best possible service required when circumstances beyond their control make it impossible for them to provide an anticipated service themselves (II.18; II.33). Although physicians are granted the controlled act of diagnosis, a family physician is not likely to be able to provide the most suitable and understandable diagnostic information derived from a psychological assessment (II.20).

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.7
- II.18
- II.20
- II.30
- II.33
- III.30
- III.36
- IV.17

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6. A member with secretarial support is scheduled to see a child for a psychoeducational assessment. The child is being brought to the session by her mother, who shares custody of the child with her former husband. The member receives a phone call from the father saying he has changed his mind about consenting to the assessment. The member decides not to proceed with the assessment, pending legal consultation. The mother and child are in transit and not reachable. The member, who teaches at the university, is behind in submitting grades and is considering using the time to go to the university to complete this work. In this situation, what would be the best course of action?
 - a. Personally meet with the mother at the scheduled time to explain the reason why the assessment is being cancelled.
 - b. Go to the university and have the secretary explain the reason for cancellation of the appointment when the mother arrives.
 - c. Go to the university and have the secretary inform the mother to contact her former husband about the reason for the cancellation.
 - d. Proceed with the assessment as withdrawal of the father's consent is insufficient reason to cancel.

Option a is correct. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, members are expected to honour their commitments when unexpected circumstances intervene, and to make a full and honest explanation to the persons involved (III.17).

Option b is incorrect. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, members are expected to honour their commitments when unexpected circumstances intervene, and to make a full and honest explanation to the persons involved (III.17). Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (II.7), delegation of this responsibility to a secretary is inappropriate because the secretary cannot reasonably be expected to know how to respond to the possible distress that the mother or child may experience when informed of the reason for cancelling the appointment.

Option c is incorrect. Asking the mother to contact her husband is likely to exacerbate conflict and risk harm. Therefore, under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (II.2), it would be unethical. In addition, under Principle III - Integrity in Relationships (III.17), it is the psychologist's responsibility to provide the initial information and respond to any distress the mother may experience when informed of the reason for cancelling the appointment.

Option d is incorrect. Under Principle I - Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (I.19), there is no basis for considering the need for the assessment to be urgent, which might provide an exception in the situation described. It is more appropriate for the psychologist to take the time to seek and receive legal advice about how to proceed. (See Preamble, "Ethical Decision Making.")

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Preamble, Ethical Decision Making, para 5.
- I.19
- II.2
- II.7
- III.17

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7. A member has had a particularly busy month and has not completed several promised reports. The member receives a phone call from a parent saying that one of the reports needs to be completed by the next day in order to be circulated and considered in advance of an Identification, Placement and Review Committee (IPRC) meeting regarding special class placement for the parent's child. The parent reminds the member that the report was promised for the week before. In addition to apologizing to the parent for the delay, and explaining the reasons for the delay, what is the member's best course of action?
- a. Have the complete report available by the next day.
 - b. Provide the parent with the key findings over the phone.
 - c. Ask the parent to try to have the meeting date changed by one week.
 - d. Have a written summary of the key findings ready by the next day.

Option a is correct. Under Principle III - Integrity in Relationships of the *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (III.17), members are expected to honour their commitments unless serious and unexpected circumstances (e.g., illness) intervene. Having a busy month does not constitute sufficient basis for an exception. In addition, under Principle II - Responsible Caring, failure to provide a suitable report in this circumstance (II.20) is likely to be harmful to the child's welfare (II.2; II.18).

Option b is incorrect. Under Principle II - Responsible Caring and Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, providing the key findings over the phone would not be an acceptable alternative to providing the full report as promised (II.18; II.20; III.17). Only the full report would be suitable for the purposes of an IPRC.

Option c is incorrect because, under Principle II - Responsible Caring and Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the psychologist's circumstances (i.e., having a busy month) are not sufficient to justify asking the parent to make such a request (II.18; II. 20; III.17).

Option d is incorrect. Under Principle II - Responsible Caring and Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, providing the key findings, even in writing, would not be an acceptable alternative to providing the full report as promised (II.18; II.20; III.17). Only the full report would be suitable for the purposes of an IPRC.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.2
- II.18
- II.20
- III.17

8. A candidate applies for a position as your research assistant, and submits her Curriculum Vitae and three letters of reference. You notice that there is no letter from her immediate supervisor, but it is someone whom you know. What should you do about obtaining a reference from the immediate supervisor?

- a. Call the supervisor and ask for his opinion of her.
- b. Ask the candidate if you may call the supervisor.
- c. Write a letter to the supervisor, with a copy to the candidate, requesting a reference.
- d. Do not contact the supervisor because the candidate didn't ask him for a letter.

Option a is incorrect because this would not be consistent with the emphasis on protecting each person's right to privacy and self-determination found in the Values Statement, para 5, of Principle I - Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*. It also would not be consistent with working and acting in a spirit of fair treatment and adhering to due process in employment matters (I.12; I.13). Contacting the supervisor would require prior informed consent from the applicant (I.16).

Option b is correct because Principle I - Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* applies to all of a member's professional relationships, including employment applicants. The importance of protecting each person's right to

privacy and self-determination is emphasized, as well as working and acting in a spirit of fair treatment and adhering to due process in employment matters (e.g., see I.12; I.13).

Option c is incorrect because this would not be consistent with the emphasis on protecting each person's right to privacy and self-determination found in the Values Statement, para 5, of Principle I - Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*. It also would not be consistent with working and acting in a spirit of fair treatment and adhering to due process in employment matters (I.12; I.13). Contacting the supervisor would require prior informed consent from the applicant (I.16).

Option d is incorrect because, under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, you have a responsibility to protect and promote the welfare of others (including research participants), to avoid doing harm, and to assume overall responsibility for the scientific activities of your employees (II.2; II.3; II.56). As such, you have a responsibility to request pertinent information before making a hiring decision.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Principle I, Values Statement, para 5.
- I.12
- I.13
- I.16
- II.2
- II.3
- II.56

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9. You and two colleagues are designing a study that requires access to hospital patients. The physician in charge of the unit agrees to allow the patients to be asked if they want to participate, but only in exchange for second authorship on all publications arising from the study. What should you do about authorship?
- a. Grant the request, because it is the only way you can get these patients as participants.
 - b. Grant the physician last authorship, as your colleagues must have priority.
 - c. Deny the request because the physician did not have any role in the design or writing of the study.
 - d. Deny the request, because it would create conflict of interest to grant authorship to the physician.

Option a is incorrect because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this situation, the physician did not make and will not be making a substantive contribution to the study. Granting the request for the reason given would be equivalent to participating in dishonesty or misrepresentation (III.1).

Option b is incorrect because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given proportionate to the contribution made (III.7). In this situation, the physician did not make and will not be making a substantive intellectual contribution to the study. Granting authorship for procedural assistance only would be equivalent to participating in dishonesty or misrepresentation (III.1).

Option c is correct. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this situation, the physician did not make and will not be making a substantive intellectual contribution to the study. Granting the request would be equivalent to participating in dishonesty or misrepresentation (III.1).

Option d is incorrect because the physician is not directly asking the patients to participate in the study. As such, the rationale of creating a conflict of interest (e.g., witting or unwitting pressure of the patient by the physician to participate in order to ensure authorship benefit) does not apply. (See Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, III.31.)

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- III.1
- III.7
- III.31

10. A member has recently completed a paper for publication based on a former doctoral student's dissertation. In discussion with the former student, the member has claimed first authorship. The former student disagrees, claiming rights to first authorship. What is the member's obligation to the student in this circumstance?

- a. Give the student first authorship.
- b. Find a mediator to settle the dispute.
- c. Ask the department head to make the decision.
- d. Insist on first authorship.

Option a is correct. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this situation, the publication is based on the student's doctoral dissertation. For doctoral dissertations, it is expected that the student has made the most important substantive intellectual contribution.

Option b is incorrect because the member has no basis on which to claim first authorship. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this situation, the publication is based on the student's doctoral dissertation. For doctoral dissertations, it is expected that the student has made the most important substantive intellectual contribution.

Option c is incorrect because the member has no basis on which to claim first authorship. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this situation, the publication is based on the student's doctoral dissertation. For doctoral dissertations, it is expected that the student has made the most important substantive intellectual contribution.

Option d is incorrect because the member has no basis on which to claim first authorship. Under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is a matter of honesty that credit be given for work done in proportion to the contribution made (III.7). In this

situation, the publication is based on the student's doctoral dissertation. For doctoral dissertations, it is expected that the student has made the most important substantive intellectual contribution.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Section:

- III.7

11. You work for the Psychology Department of a large school board. You have been told by a client that a colleague in your Department has, in a professional capacity, publicly criticized a community program on the basis that it provides free service to members of a religious group whose beliefs your colleague opposes. Should you take any action?

- a. Yes, speak directly to your colleague about your concerns.
- b. Yes, bring the situation to the attention of the department head.
- c. No, the client's information is not sufficient to take any action.
- d. No, the potential harm to the community program is minimal.

Option a is correct. Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is the member's responsibility to act if there is potential harm being done by a colleague (II.44). In this particular instance, the next best step would be to speak directly with the colleague alleged to have made the potentially harmful statement. (Also see Preamble, Responsibility of the Individual Psychologist, items 4, 6, 9.)

Option b is incorrect because there is currently insufficient objective basis for knowing what action might be required. An informal resolution might be the more appropriate action (II.44). In this particular instance, the next best step is to speak directly with the colleague alleged to have made the potentially harmful statement. (Also see Preamble, Responsibility of the Individual Psychologist, items 4, 6, 9.)

Option c is incorrect because Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, you have a responsibility to act if there is potential harm being done by a colleague (II.44). In the item, there is no indication that the client's information is incorrect or cannot be trusted. (Also see Preamble, Responsibility of the Individual Psychologist, items 4, 6, 9.)

Option d is incorrect. Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, it is the member's responsibility to act if there is potential harm being done by a colleague, even if the harm is not serious (II.43). (Also see Preamble "Responsibility of the Individual Psychologist," items 4, 6, 7, 9.)

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Preamble, Responsibility of the Individual Psychologist. Sections:
 - 4.
 - 6.
 - 9.
- II.44

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12. Mr. Jones is contesting custody of a young child. He is not the biological father of the child but claims that he has assumed considerable responsibility for the care of the child. As someone assisting the court by performing a court-ordered custody and access assessment, under the *Children's Law Reform Act, 1990*, what must the member consider in determining the best interests of the child?
- Whether Mr. Jones has any criminal history.
 - Whether Mr. Jones has a clear plan for the care of the child.
 - Whether Mr. Jones has any family psychiatric history.
 - Whether Mr. Jones intends to relocate his residence in the near future.

Option a is incorrect. Although the *Children's Law Reform Act, 1990* (s.24[1] to s.24[5]) enumerates broad categories that the member will consider, the Act does not specify that a criminal history of any kind must be considered. It specifies that only a criminal history relevant to the safety, security, and well-being of the child must be considered (s.24[3][k]).

Option b is correct because the *Children's Law Reform Act, 1990* (s.24[3][g]) specifically requires that the prospective custodial parent's plans for care of the child be considered.

Option c is incorrect. Although the *Children's Law Reform Act, 1990* (s.24[1] to s.24[5]), enumerates broad categories that the member will consider, the Act does not specify that psychiatric history must be considered.

Option d is incorrect. Although the *Children's Law Reform Act, 1990* (s.24[1] to s.24[5]), enumerates broad categories that the member will consider, the Act does not specify that relocating a family residence must be considered.

REFERENCES

[*Children's Law Reform Act, 1990*](#). Sections:

- 24(1)
- 24(2)
- 24(3)
- 24(4)
- 24(5)

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13. You are a member with 10 years' experience in clinical child psychology although you have not previously done custody and access assessments. You are requested to do a custody and access assessment. May you accept this referral?
- On the basis of your experience in clinical child psychology, you may accept the referral.
 - Because you have no experience with custody and access assessments, you may not accept the referral.
 - If you arrange to consult with a custody and access assessment specialist, you may accept the referral.
 - If you attend a workshop on custody and access assessment, you may accept the referral.

Option a is incorrect because, under Principle II – Responsible Caring (II.6) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, your other experience in the practice of clinical child psychology is not a sufficient basis on which to provide custody and access assessments, as you have not established

your competence to carry out such assessments. The *Standards of Professional Conduct, 2017* (5.1) also requires staying within the limits of competence.

Option b is correct because under Principle II – Responsible Caring (II.6) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, your other experience in the practice of clinical child psychology is not a sufficient basis on which to provide custody and access assessments, as you have not established your competence to carry out such assessments. The *Standards of Professional Conduct, 2017* (5.1) also requires staying within the limits of competence.

Option c is incorrect because, under Principle II – Responsible Caring (II.6) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, your other experience in the practice of clinical child psychology is not a sufficient basis on which to provide custody and access assessments, as you have not established your competence to carry out such assessments. The *Standards of Professional Conduct, 2017* (5.1) also requires staying within the limits of competence. The *Standards of Professional Conduct, 2017* (5.1) state that if you wish to provide services outside your area of competence, it must be done only with the professional guidance of a member who has the competence to provide the services. Simple consultation would not be sufficient.

Option d is incorrect because, under Principle II – Responsible Caring (II.6) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, your other experience in the practice of clinical child psychology is not a sufficient basis on which to provide custody and access assessments, as you have not established your competence to carry out such assessments. The *Standards of Professional Conduct, 2017* (5.1) also requires staying within the limits of competence. The *Standards of Professional Conduct, 2017* (5.1) state that if you wish to provide services outside your area of competence, it must be done only with the professional guidance of a member who has the competence to provide the services. Attending a workshop on custody and access assessments would not be enough to establish your competence to do such assessments.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.6

[*Standards of Professional Conduct, 2017*](#). Section:

- 5.1

14. Under the *Health Care Consent Act, 1996*, which information is NOT required as part of informed consent for treatment?

- The material risks of treatment.
- The names of alternate providers.
- Alternative courses of action.
- The likely consequences of not having the treatment.

Option a is incorrect because the *Health Care Consent Act, 1996* (s.11[2]; s.11[3]) specifically states what must be addressed as part of informed consent; material risks of treatment is one of the elements specified.

Option b is correct because it is not specified in the *Health Care Consent Act, 1996* (s.11[2]; s.11[3]), which specifically states what must be addressed as part of informed consent; the names of alternate providers is not one of the elements specified.

Option c is incorrect because the *Health Care Consent Act, 1996* (s.11[2]; s.11[3]), specifically states what must be addressed as part of informed consent; alternative courses of action is one of the elements specified.

Option d is incorrect because the *Health Care Consent Act, 1996* (s.11[2]; s.11[3]), specifically states what must be addressed as part of informed consent; the likely consequences of not having the treatment is one of the elements specified.

REFERENCES

[*Health Care Consent Act, 1996*](#). Sections:

- 11(2)
- 11(3)

15. Six years ago you successfully treated a client for a substance abuse problem. The client is now seeking a divorce and you have been asked to undertake a custody and access assessment for the courts. May you proceed with the assessment?

- a. You may proceed, as long as you interview all parties.
- b. You may not proceed, because you are in a conflict of interest.
- c. You may proceed, as long as you engage the services of a colleague to consult with you on the case.
- d. You may not proceed, unless you inform the court of your earlier treatment involvement with the client.

Option a is incorrect because the nature of the previous professional relationship raises a reasonable expectation that it would interfere with objectivity in carrying out the assessment. Interviewing all parties would not eliminate the risk to maintaining objectivity. (Principle III – Integrity in Relationships, Values Statement, para 6; III.30; III.31 of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*; and *Standards of Professional Conduct, 2017, 13.1, 13.2.*)

Option b is correct because it acknowledges that the nature of the previous professional relationship raises a reasonable expectation that it would interfere with objectivity in carrying out the assessment. (Principle III – Integrity in Relationships, Values Statement, para 6; III.30; III.31 of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*; and *Standards of Professional Conduct, 2017, 13.1, 13.2.*)

Option c is incorrect because the nature of the previous professional relationship raises a reasonable expectation that it would interfere with objectivity in carrying out the assessment. Consulting with a colleague would not eliminate the risk to maintaining objectivity under the circumstances described. There is nothing identified in the item that would establish an exceptional situation where carrying out the assessment might be acceptable with consultation. (Principle III – Integrity in Relationships, Values Statement, para 6; III.30; III.31 of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*; and *Standards of Professional Conduct, 2017, 13.1, 13.2.*)

Option d is incorrect because the nature of the previous professional relationship raises a reasonable expectation that it would interfere with objectivity in carrying out the assessment. Informing the court of the previous relationship would not eliminate the risk to maintaining objectivity in this circumstance. (Principle III – Integrity in Relationships, Values Statement, para 6; III.30; III.31; III.32 of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*; and *Standards of Professional Conduct, 2017*, 13.1, 13.2.)

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Principle III, Values Statement, para 6.
- III.30
- III.31
- III.32

[*Standards of Professional Conduct, 2017*](#). Sections:

- 13.1
- 13.2

16. You are providing therapy to a member of another regulated health profession, who is seriously concerned about strong sexual feelings she has developed for one of her clients. She states there is no behaviour that might be considered abusive. Under the *Regulated Health Professions Act, 1991*, must you report this disclosure?

- a. No, strong sexual feelings for a client are not reasonable grounds to believe the member of the other regulated health profession has engaged in sexual abuse of a client.
- b. No, if the member of the other regulated health profession agrees to continue in therapy.
- c. Yes, the concerns must be reported to the other health professional's regulatory body.
- d. Yes, but before doing so you must advise the member of the other regulated health profession that you will be making a report to her College.

Option a is correct because, under Schedule 2 of the *Regulated Health Professions Act, 1991*, strong sexual feelings is not one of the behaviours defining sexual abuse (s.1[3] to s.1[4]). In addition, the member of the other regulated health profession denies any of the behaviours that would be considered abusive, and the item provides no information that suggests otherwise.

Option b is incorrect because if the behaviour disclosed met the *Regulated Health Professions Act, 1991* Schedule 2 criteria for sexual abuse (s.1[3] to s.1[4]), continuing in therapy does not constitute an acceptable reason for not making a report (s.85.1[1]; s.85.1[5]).

Option c is incorrect because the behaviour disclosed does not meet the *Regulated Health Professions Act, 1991* Schedule 2 criteria for sexual abuse (s.1[3] to s.1[4]).

Option d is incorrect because if the behaviour disclosed met the *Regulated Health Professions Act, 1991* Schedule 2 criteria for sexual abuse (s.1[3] to s.1[4]), you are not required to first inform the other health professional (s.85.1[1]).

REFERENCES

[*Regulated Health Professions Act, 1991*](#). Sections:

- 1(3)
- 1(4)
- 85.1(1)
- 85.1(5)

17. A member is a chief psychologist for a board of education. Her staff includes one psychological associate, registered with no limitations respecting diagnosis, and one M.A. level provider who is not a regulated health care provider and is not seeking registration with the College. In communicating a diagnosis, what is the member's responsibility?

- a. The member must supervise both the regulated and non-regulated provider.
- b. The member must supervise only the non-regulated provider.
- c. The member should personally communicate all diagnoses herself.
- d. The member may allow only the regulated colleague to communicate a diagnosis.

Option a is incorrect because the *Regulated Health Professions Act, 1991* allows health professionals who have been authorized to perform the controlled act of communicating a diagnosis with no limitations to do so autonomously (s.27[1][a]; s.27[2]1). However, this Act also specifies that delegation of a controlled act must be consistent with the regulations of each health profession (s.28[1]), and the *Standards of Professional Conduct, 2017* (4.3; 4.3.1: 4.3.2) states that the member may not delegate the controlled act of communicating a diagnosis to the non-regulated provider. The member must communicate the diagnosis directly to persons assessed by the non-regulated provider.

Option b is incorrect because the *Standards of Professional Conduct, 2017* (4.3.2) states that the member may not delegate the controlled act of communicating a diagnosis, even under supervision, to the non-regulated provider.

Option c is incorrect because the *Regulated Health Professions Act, 1991* allows health professionals who have been authorized to perform the controlled act of communicating a diagnosis with no limitations to do so autonomously (s.27[1][a]; s.27[2]1). However, this Act also specifies that delegation of a controlled act must be consistent with the regulations of each health profession (s.28[1]), and the *Standards of Professional Conduct, 2017* (4.3.2) states that the member may not delegate the controlled act of communicating a diagnosis to the non-regulated provider. Therefore, the member must communicate the diagnosis directly only to persons assessed by the non-regulated provider.

Option d is correct because the *Regulated Health Professions Act, 1991* allows health professionals who have been authorized to perform the controlled act of communicating a diagnosis with no limitations to do so autonomously (s.27[1][a]; s.27[2]1). However, this Act also specifies that delegation of a controlled act must be consistent with the regulations of each health profession (s.28[1]), and the *Standards of Professional Conduct, 2017* (4.3.2) states that the member may not delegate the controlled act of communicating a diagnosis to the non-regulated provider.

REFERENCES

[*Regulated Health Professions Act, 1991*](#). Sections:

- 27(1)
- 27(2)
- 28(1)

Standards of Professional Conduct, 2017. Sections:

- 4.3
- 4.3.1
- 4.3.2

18. A member makes it a practice to give a prescribed battery of psychological tests to all new clients. Because of his busy schedule and cramped office space, clients are often sent home to complete the MMPI. Which of the following statements is correct?

- a. This practice is inappropriate, because it risks test security and violates standard testing procedures.
- b. This practice is inappropriate, unless clients are instructed in, and agree to maintain, test security at home.
- c. This practice is inappropriate, unless carefully interpreted in light of an extensive direct interview and history.
- d. This practice is inappropriate, because this test must be administered in the presence of the assessor.

Option a is correct because *Standards for Educational and Psychological Testing, 2014* requires practitioners to protect test security at all times (6.7), and to be responsible for maintaining security of test materials and protecting copyrights (9.21; 9.22). The MMPI requires the highest level of qualification for purchase of tests, and the member is expected to be familiar with the proper use of such tests (9.0). Principle IV - Responsibility to Society (IV.11) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* also provides for test security, insofar as it helps to protect the skills, knowledge, and interpretations of psychology from being misused or made useless.

Option b is incorrect because the *Standards for Educational and Psychological Testing, 2014* requires practitioners to protect security at all times (6.7), as does *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (IV.11), and such instruction of the client would not be sufficient to protect the security of a test that requires the highest level of qualification for purchase of tests.

Option c is incorrect because the *Standards for Educational and Psychological Testing, 2014* requires practitioners to protect security at all times (6.7), as does *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (IV.11), and such careful interpretation would not help protect the security of a test that requires the highest level of qualification for purchase of tests.

Option d is incorrect because neither the *Standards for Educational and Psychological Testing, 2014* (6.7) nor *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (IV.11) require that test security be assured by being taken only in the presence of the assessor.

REFERENCES

Standards for Educational and Psychological Testing, 2014. Sections:

- 6.7
- 9.0
- 9.21
- 9.22

The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017. Sections:

- IV. 11

19. A member of the College who works in a remote northern Ontario town receives a request from the local school to complete a psycho-educational assessment on a hearing-impaired child who has recently moved to the area. The assessment would provide information to assist in school placement and programming decisions for the child. Although the member has experience as a psycho-educational consultant, she does not have training in working with hearing-impaired individuals. However, there is no other qualified assessor in the area and, if she refuses to assess the child, he will have to wait months for an appointment at a distant hospital. In this case, what is the member's best course of action?

- a. Complete the assessment with the assistance of a sign language interpreter who can translate verbal items from the tests.
- b. Refuse to complete the assessment, as it would be unethical to engage in an activity that falls outside the member's scope of competence, and refer the child to the distant hospital for an assessment.
- c. Complete the assessment, but in consultation with a professional experienced in assessing hearing-impaired individuals regarding test selection, modification of procedures, and interpretation.
- d. Complete the assessment using only measures that do not require verbal responses and whose instructions can be pantomimed.

Option a is incorrect because the assistance of a sign language interpreter is not sufficient. The *Standards for Educational and Psychological Testing, 2014* (3.11) states that those who modify for accommodation for persons with disabilities are responsible for knowing the validity of interpretations when accommodations are made.

Option b is incorrect because *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states the risk of harm is an important consideration (Principle II - Responsible Caring, II.2). In this instance, the lengthy delay presents a potentially significant risk of harm in making decisions on school placement and programming for the child. Nonetheless, in such a situation, the member also has the responsibility to take immediate steps to obtain consultation when addressing problems beyond their competence (II.8). Such consultation would need to involve a person who has knowledge of the validity of the research, as well as psychometric expertise. (See also *Standards for Educational and Psychological Testing, 2014*, 3.11).

Option c is correct because *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states the risk of harm is an important consideration (Principle II - Responsible Caring, II.2). In addition, the *Code* states that a member should take immediate steps to obtain consultation when addressing problems beyond their competence (Principle II - Responsible Caring, II.8). Such consultation would involve a person who has knowledge of the research, as well as psychometric expertise. (See also *Standards for Educational and Psychological Testing, 2014*, 3.11).

Option d is incorrect because using only non-verbal measures and pantomimed instructions is not sufficient. The *Standards for Educational and Psychological Testing, 2014* (3.11) states that those who modify for accommodation for persons with disabilities are responsible for knowing the validity of interpretations when accommodations are made.

REFERENCES

[*Standards for Educational and Psychological Testing, 2014*](#). Section:

- 3.11

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.2
- II.8

20. A member of the College conducts assessments for a government agency to determine the eligibility of test-takers for certain vocational training programs. Following such an assessment, a test-taker requests a copy of their assessment results. According to *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, which of the following represents the best policy with respect to releasing the assessment results to the test-taker?

- a. The client must request the government agency to release the report they received.
- b. A report of the test-taker's assessment results should be provided in person so that the member or another qualified person can be available to interpret it for the test-taker, if necessary.
- c. The test-taker should not be provided with a report, as there was no agreement to do so prior to the assessment.
- d. The test-taker should not be provided with a report, as he/she has no legal entitlement to the information that it contains.

Option a is incorrect because Principle II - Responsible Caring (II.20) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that it is the responsibility of the psychologist to provide suitable information about the results to the test-taker. The test-taker should not need to go elsewhere to obtain the results.

Option b is correct because Principle II - Responsible Caring (II.20) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that it is the responsibility of the psychologist to provide suitable information about the results to the test-taker. It also states that the information should be communicated in a manner that is meaningful and helpful. This is best accomplished by meeting with the test-taker in person.

Option c is incorrect because Principle II - Responsible Caring (II.20) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that it is the responsibility of the psychologist to provide suitable information about the results to the test-taker. A prior agreement to do so is not required.

Option d is incorrect because Principle II - Responsible Caring (II.20) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that it is the responsibility of the psychologist to provide suitable information about the results to the test-taker.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.20

21. A client of a member has had to move to another province after three months of assessment and therapy. The member receives a request from the client's new therapist, an unregulated provider, for

a report on the assessment and treatment provided to the client. A signed consent for release of information was enclosed. How should the member respond to this request?

- a. The member has no obligation to provide a report to a non-regulated provider in another province.
- b. The member has no obligation to provide a report to a non-regulated provider in another province unless the member discusses the case with the new therapist by phone, in advance.
- c. The member has an obligation to provide a report to the non-regulated provider but must personally contact the client to verify the consent.
- d. The member has an obligation to provide the requested report to the non-regulated provider.

Option a is incorrect because the *Standards of Professional Conduct, 2017* states that, with client consent, and unless otherwise prohibited or justified by law, a member has an obligation to provide access to health information to the client or the client's authorized representative (8.1; 8.2) when requested to do so by the client. Similarly, the *Ontario Personal Health Information Protection Act, 2004* allows such disclosure to persons outside Ontario. (See, in particular, s.50[1][a].)

Option b is incorrect because the *Standards of Professional Conduct, 2017* states that, with client consent, and unless otherwise prohibited or justified by law, a member has an obligation to provide access to health information to the client or the client's authorized representative (8.1; 8.2) when requested to do so by the client. Similarly, the *Ontario Personal Health Information Protection Act, 2004* allows such disclosure to persons outside Ontario. (See, in particular, s.50[1][a].) Contact with the other provider in advance, by phone, is not required by the *Standards of Professional Conduct, 2017*; nor is it required by the *Personal Health Information Protection Act, 2004*.

Option c is incorrect. The *Standards of Professional Conduct, 2017* states that, with client consent, and unless otherwise prohibited or justified by law, a member has an obligation to provide access to health information to the client or the client's authorized representative (8.1; 8.2) when requested to do so by the client. Similarly, the *Ontario Health Information and Protection Act* allows such disclosure to persons outside Ontario. (See, in particular, s.50[1][a].) However, contacting the client to verify the consent is not required by the *Standards of Professional Conduct, 2017*; nor is it required by the *Personal Health Information Protection Act, 2004*.

Option d is correct because the *Standards of Professional Conduct, 2017* states that, with client consent, and unless otherwise prohibited or justified by law, a member has an obligation to provide access to health information to the client or the client's authorized representative (8.1; 8.2) when requested to do so by the client. Similarly, the *Ontario Personal Health Information Protection Act, 2004* allows such disclosure to persons outside Ontario. (See, in particular, s.50[1][a].)

REFERENCES

[*Standards of Professional Conduct, 2017*](#). Sections:

- 8.1
- 8.2

[*Personal Health Information Protection Act, 2004*](#). Sections:

- 50 (1)

22. You are participating in a panel discussion. One of the other panelists presents information that you feel is clearly wrong and may confuse the audience. What should you do?

- a. Speak to the panelist after the discussion is adjourned.
- b. Interrupt the panelist in order to prevent the risk of misinterpretation.
- c. Disagree and give your opinion once the panelist has finished speaking.
- d. Say nothing because to do so would interfere with freedom of speech.

Option a is incorrect because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, members should act quickly to correct misrepresentation (III.6). Although, under Principle I - Respect for the Dignity of Persons and Peoples (I.1; I.12), it would be respectful to wait to speak privately to the other panelist, it would not be sufficient to remedy the possible misinterpretation by the audience. A course of action that does both is needed.

Option b is incorrect because, although the member would be correcting the misrepresentation quickly in accordance with Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (III.6), doing it by interrupting the panelist could reasonably be considered disrespectful under Principle I - Respect for the Dignity of Persons and Peoples (I.1; I.12). It would be more respectful to wait for a more appropriate time during the panel discussion to correct any misinterpretation.

Option c is correct because, under Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, members should act quickly to correct misrepresentation (III.6). However, under Principle I - Respect for the Dignity of Persons and Peoples, this should be done as respectfully as possible (I.1; I.12). Waiting for an appropriate time during the panel discussion to correct any misinterpretation does both.

Option d is incorrect because *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* Principle III - Integrity in Relationships states that members should act quickly to correct misrepresentation (III.6). Although Principle IV - Responsibility for Society (IV.2) acknowledges that free inquiry and expression of ideas is an important value, honouring this value does not outweigh adhering to other basic ethical requirements (e.g., correcting misrepresentation [III.6]). Respectfully disagreeing with a colleague (I.1; I.12) is an integral part of free inquiry.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.1
- I.12
- III.6
- IV.2

23. Following an intake interview and initiation of psychometric testing, an intern under a member's supervision informs the member that the patient is a cousin of the intern's new boyfriend. What direction should the supervisor provide the intern regarding providing this psychological service to this patient?

- a. Direct the intern to complete the assessment but then ask another intern to provide any necessary follow-up service.

- b. Advise the intern to avoid social contact with the patient until the completion of the assessment.
- c. Inform the intern that the supervisor will arrange for another intern to complete the assessment.
- d. Direct the intern to determine if the patient is comfortable with this arrangement.

Option a is incorrect. Consistent with the *Standards of Professional Conduct, 2017* (13.1), the intern's personal relationship with the patient's cousin is likely to impair the intern's objectivity in providing psychological services to the patient. Therefore, the intern's services to the patient should not be continued, even if limited to completion of the assessment. In addition, because there is an alternative provider available (e.g., the supervisor or another intern), it is not a situation for which an ethical exception should be considered, as allowed under Principle III - Integrity in Relationships (Values Statement, para 6; III.30) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*.

Option b is incorrect. Consistent with the *Standards of Professional Conduct, 2017* (13.1), the intern's personal relationship with the patient's cousin is likely to impair the intern's objectivity in providing psychological services to the patient. Therefore, the intern's services to the patient should not be continued. In addition, because there is an alternative provider available (e.g., the supervisor or another intern), it is not a situation for which an ethical exception should be considered, as allowed under Principle III - Integrity in Relationships (Values Statement, para 6; III.30; III.32) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*. Even in circumstances of an ethically allowable exception, simple avoidance of social contact with the patient would not be sufficient to minimize the loss of objectivity (III.31).

Option c is correct. Consistent with the *Standards of Professional Conduct, 2017* (13.1), the intern's personal relationship with the patient's cousin is likely to impair the intern's objectivity in providing psychological services to the patient. Therefore, the intern's services to the patient should not be continued. In addition, because there is an alternative provider available (e.g., the supervisor or another intern), it is not a situation for which an ethical exception should be considered, as allowed under Principle III - Integrity in Relationships (Values Statement, para 6; III.30; III.32) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*.

Option d is incorrect. Consistent with the *Standards of Professional Conduct, 2017* (13.1), the intern's personal relationship with the patient's cousin is likely to impair the intern's objectivity in providing psychological services to the patient. Therefore, the intern's services to the patient should not be continued. In addition, as there is an alternative provider available (e.g., the supervisor or another intern), it is not a situation for which an ethical exception should be considered, as allowed under Principle III - Integrity in Relationships (Values Statement, para 6; III.30; III.32) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*. Even in circumstances of an ethically allowable exception, the client being comfortable with the arrangement is not sufficient to remove the member's obligation to choose the course of action that best minimizes the potential for exploitation of or harm to the client.

REFERENCES

[*Standards of Professional Conduct, 2017*](#). Sections:

- 13.1.

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Principle III Values Statement, para 6.
- III.30
- III.31

- III.32

24. As a member of the College, you have been asked by a Family Court to conduct an assessment of a 14-year-old youth whom you deem to have the capacity to consent. Midway through the assessment, to which the young person has consented, the young person says he has something to tell you that he does not want repeated because he has never told anyone about it before. Which of the following would be the best response to him?

- a. Inform him that you must tell his parents if he tells you about suicidal feelings.
- b. Inform him that your ethical duty is to respect his confidentiality.
- c. Inform him that you are unable to guarantee that anything he says will be kept confidential.
- d. Inform him that you will use your judgment about whether you will need to break confidentiality.

Option a is incorrect because who needs to be informed, if anyone, in such a circumstance will be determined by where the youth is currently living and who can best intervene (*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, Principle II - Responsible Caring, II.42).

Option b is incorrect because current limitations to confidentiality preclude ever providing a guarantee of absolute confidentiality in the absence of knowing the specific information to be disclosed (*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, Principle I – Respect for the Dignity of Persons and Peoples, I.26; *Standards of Professional Conduct, 2017*, 7.1).

Option c is correct because current limitations to confidentiality preclude ever providing a guarantee of absolute confidentiality in the absence of knowing the specific information to be disclosed (*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, Principle I – Respect for the Dignity of Persons and Peoples, I.26; *Standards of Professional Conduct, 2017*, 7.1).

Option d is incorrect because current limitations to confidentiality preclude ever providing a guarantee of absolute confidentiality in the absence of knowing the specific information to be disclosed (*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, Principle I – Respect for the Dignity of Persons and Peoples, I.26; *Standards of Professional Conduct, 2017*, 7.1)).

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.26
- II.42

[*Standards of Professional Conduct, 2017*](#). Section:

- 7.1

25. A member obtains informed consent for student participation in a program evaluation study from the parents of 24 grade-three students. Just before the post- test session is scheduled to occur, three of the students don't want to participate in the post-test session. The loss of these three students from the study will undermine the validity of the results. Within the framework of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, what should the practitioners do?

- a. Allow the children to withdraw.

- b. Tell the children that their parents signed them up for the study, so they have to continue to participate.
- c. Inform the parents of their children's refusal, leaving it up to the parents to decide whether the member should tell the children that they have to continue.
- d. Ask the teacher to speak to the children about the importance of the research and the importance of continuing to participate.

Option a is correct because under Principle I - Respect for the Dignity of Persons and Peoples (I.30; I.35) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, all persons have the right to discontinue participation in research at any time. This includes all persons of diminished capacity, unless the research activity is considered to be of direct benefit to that person. Completing a post-test for a program evaluation study would not be considered to have such benefit to the children involved. The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (3.10) similarly states that expression of dissent or indications that an individual (including a child) does not wish to participate must be respected.

Option b is incorrect because under Principle I - Respect for the Dignity of Persons and Peoples (I.30; I.35) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, all persons have the right to discontinue participation in research at any time. This includes all persons of diminished capacity, unless the research activity is considered to be of direct benefit to that person. Completing a post-test for a program evaluation study would not be considered to have such benefit to the children involved. The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (3.10) similarly states that expression of dissent or indications that an individual (including a child) does not wish to participate must be respected. As such, under Principle III - Integrity in Relationships (III.1) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, telling the children that they have to participate because "their parents signed them up" would be dishonest. In addition, using an authority figure to persuade dissenting children to continue in a research study would constitute a form of undue pressure or undue influence under Principle I - Respect for the Dignity of Persons and Peoples (I.27; I.28) of the *Code*. Psychologists need to take reasonable steps to avoid undue pressure or undue influence and not proceed with research if consent is given under any such condition.

Option c is incorrect because under Principle I - Respect for the Dignity of Persons and Peoples (I.30; I.35) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, all persons have the right to discontinue participation in research at any time. This includes all persons of diminished capacity, unless the research activity is considered to be of direct benefit to that person. Completing a post-test for a program evaluation study would not be considered to have such benefit to the children involved. The decision of a child's substitute decision maker in this situation would not overrule the need for assent from the child. The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (3.10) similarly states that expression of dissent or indications that an individual (including a child) does not wish to participate must be respected.

Option d is incorrect because using an authority figure to persuade dissenting children to continue in a research study would be considered a form of undue pressure. Under Principle I - Respect for the Dignity of Persons and Peoples (I.27; I.28) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, psychologists need to take reasonable steps to avoid undue pressure and not proceed with research if consent is given under any condition of undue pressure.

REFERENCES

The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017. Sections:

- I.27
- I.28
- I.30
- I.35

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Section:

- 3.10

26. A member supervised a PhD student's dissertation, funded by the member's grant. The dissertation was successfully completed two years ago. The member is eager to have the important findings published, but the graduated student has not followed through with publication. With the student's agreement, the member writes up the findings and proceeds with publication. Should the member be first or second author?

- a. First author, because the member supervised the dissertation.
- b. First author, because the member prepared the findings for publication and had it published.
- c. Second author, because the student conceptualized the dissertation and completed it.
- d. Second author, because students should be first authors for publications based on research for which they did the most work.

Option a is incorrect because, under Principle I - Respect for the Dignity of Persons and Peoples (I.12) and Principle III - Integrity in Relationships (III.7) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the member who supervised the dissertation is expected both to work in a spirit of fair treatment to others and give credit to others in proportion to their contribution. The most significant contribution to a doctoral dissertation is expected to be the work of the doctoral student. It is on this basis that the doctoral degree is conferred. Supervision of the doctoral student's work is not considered more significant than the student's work on the dissertation.

Option b is incorrect because, under Principle I - Respect for the Dignity of Persons and Peoples (I.12) and Principle III - Integrity in Relationships (III.7) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the member who supervised the dissertation is expected both to work in a spirit of fair treatment to others and give credit to others in proportion to their contribution. The most significant contribution to a doctoral dissertation is expected to be the work of the doctoral student. It is on this basis that the doctoral degree is conferred. Preparing the findings for publication and taking the initiative to have it published are not considered more significant than the student's work on the dissertation.

Option c is correct because, under Principle I - Respect for the Dignity of Persons and Peoples (I.12) and Principle III - Integrity in Relationships (III.7) of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the member who supervised the dissertation is expected both to work in a spirit of fair treatment to others and give credit to others in proportion to their contribution. The most significant contribution to a doctoral dissertation is expected to be the work of the doctoral student. It is on this basis that the doctoral degree is conferred. Therefore, the supervising member should be listed as second author, and the doctoral student as first author.

Option d is incorrect because the rationale given in the option is that a student should always be first author on any research for which they did the most work. However, the nature of the work of the student is not specified in the option. Under Principle I - Respect for the Dignity of Persons and Peoples (I.12) and Principle III - Integrity in Relationships (III.7) of *The Canadian Code of Ethics for Psychologists, Fourth*

Edition, 2017, the member who supervised the dissertation is expected both to work in a spirit of fair treatment to others and give credit to others in proportion to their contribution. The most significant contribution to a doctoral dissertation is expected to be that of the doctoral student and to include the primary conceptual work and research design. It is on this basis that the doctoral degree is conferred. However, the assumption of a student having made the most significant contribution to all research for which they did “the most work” does not apply if the primary conceptual work and research design were the work of the supervising member rather than the student. In such a circumstance, it would be appropriate for the supervising member to be listed as first author.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.12
- III.7

27. A member is the head of a psychology department in a school board. The school board begins a quality management program that requires each department to develop methods to evaluate the efficiency, effectiveness, and quality of its services, and to report the results of its evaluations to the school board. Ethically, how should a member respond to the school board’s requirement?

- a. Attempt to convince the school board that such programs remove too many resources from direct service.
- b. Find ways to cooperate with the school board’s program, in order not to risk loss of support for psychological services in the board.
- c. Cooperate with the school board’s program sufficiently to increase the chances of maintaining support for psychological services in the board, but not enough that such bureaucratic requirements are encouraged.
- d. Find ways to cooperate with the school board’s program, as psychological practitioners are ethically required to participate in accountability processes and procedures.

Option a is incorrect because, under Principle IV – Responsibility to Society of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, psychologists are advised that responsibility to society includes participating in accountability processes and procedures (IV.9). The standard is categorized under the value of Beneficial activities. Although such cooperation may take some resources away from direct services, this needs to be balanced against the potential long-term benefits to those served.

Option b is incorrect because it provides a poor ethical rationale for cooperation with such programs. Under Principle IV – Responsibility to Society of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, psychologists are advised that responsibility to society includes participating in accountability processes and procedures (IV.9). Additionally, the standard is categorized under the value of Beneficial activities as it has potential long-term benefits for those served.

Option c is incorrect because it provides a poor ethical rationale for cooperation with such programs. Under Principle IV – Responsibility to Society of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, psychologists are advised that responsibility to society includes participating in accountability processes and procedures (IV.9). Additionally, the standard is categorized under the value of Beneficial activities as it has potential long-term benefits for those served.

Option d is correct. Under Principle IV – Responsibility to Society of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, psychologists are advised that responsibility to society includes participating in accountability processes and procedures (IV.9). Additionally, the standard is categorized under the value of Beneficial activities as it has potential long-term benefits for those served.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- IV.9

28. You discover that a colleague has listed you as a co-author of a paper that was recently presented at a small provincial meeting. You were unaware that you were considered part of this research although you do remember discussing the research over lunch with the paper's lead author. Should you include this paper in your curriculum vitae?

- a. Yes, since the paper's lead author believes you made a significant contribution.
- b. Yes, but only if you become more involved in the colleague's continuing research on the topic.
- c. No, since you do not believe you made a significant contribution.
- d. No, and you must send a letter to all participants that you were not a co-author.

Option a is incorrect because it is not appropriate to rely on your colleague's decision to list you as a co-author in this instance. Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that you must accurately represent your own and your colleagues' contributions, in all communications (III.5). The *Code* also states that you should not knowingly participate in, condone, or be associated with misrepresentation (III.1). These expectations involve a commitment to truthfulness, and include accuracy and honesty; straightforwardness and openness (Principle III Values of Statement). To include the paper in your curriculum vitae would misrepresent your contribution to the research and would not warrant including the paper in your curriculum vitae .

Option b is incorrect because future activity does not justify misrepresenting your contribution to the research reported in this paper. Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that you must accurately represent your own and your colleagues' contributions, in all communications (III.5). The *Code* also states that you should not knowingly participate in, condone, or be associated with misrepresentation (III.1). These expectations involve a commitment to truthfulness, and include accuracy and honesty; straightforwardness and openness (Principle III Values of Statement). To include the paper in your curriculum vitae would misrepresent your contribution to the research that would not warrant including the paper in your curriculum vitae.

Option c is correct because Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that you must accurately represent your own and your colleagues' communications, in all communications (III.5). The *Code* also states that you should not knowingly participate in, condone, or be associated with misrepresentation (III.1). These expectations involve a commitment to truthfulness, and include accuracy and honesty; straightforwardness and openness (Principle III Values of Statement). To include the paper in your curriculum vitae would misrepresent your contribution to the research and would not warrant including the paper in your curriculum vitae.

Option d is incorrect because there is no requirement to communicate with all participants in this instance. Your responsibility is to avoid misrepresentation of your contribution to the research reported in the paper. Principle III - Integrity in Relationships of *The Canadian Code of Ethics for Psychologists,*

Fourth Edition, 2017 states that you must accurately represent your own and your colleagues' contributions, in all communications (III.5). The *Code* also states that you should not knowingly participate in, condone, or be associated with misrepresentation (III.1). These expectations involve a commitment to truthfulness, and include accuracy and honesty; straightforwardness and openness (Principle III Values of Statement). To include the paper in your curriculum vitae would misrepresent your contribution to the research and would not warrant including the paper in your curriculum vitae.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Principle III
- III.1
- III.5

29. A member teaches the Social-Emotional-Personality assessment course at a local university, narrowly focussing the content of the course on non-standardized assessment procedures. A student expresses concern to another member on the faculty that the course is not adequately preparing students for practicum placements. What is this second faculty member's best course of action?

- a. Discuss the concern with the member who teaches the course.
- b. Do nothing because there is tremendous variability in assessment training in this area.
- c. Direct the student to other resources to expand their training in this area.
- d. Offer remediation work in order to help the student gain these skills.

Option a is correct because, under Principle II – Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the matter that the student is raising is an ethical concern (II.26), as it involves the suggestion that the course may not be facilitating the professional development and competencies of the students. As such, the second faculty member has a responsibility to try to do something to offset the harm it might be causing (II.44). Discussing the concern with the member who teaches the course is the major means suggested in II.44.

Option b is incorrect because, under Principle II – Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the matter that the student is raising is an ethical concern (II.26), as it involves the suggestion that the course may not be facilitating the professional development and competencies of the students. Tremendous variability in assessment training would not remove the underlying ethical concern. As such, the second faculty member has a responsibility to try to do something to offset the harm it might be causing (II.44). Discussing the concern with the member who teaches the course is the major means suggested in II.44.

Option c is incorrect because, under Principle II – Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the matter that the student is raising is an ethical concern (II.26), as it involves the suggestion that the course may not be facilitating the professional development and competencies of the students. Even if the second faculty member has the competency to do so, directing the student to other resources, although possibly helpful to this one student, does not address the broader ethical concern. As such, the second faculty member has a responsibility to try to do something more to offset the harm it might be causing (II.44). Discussing the concern with the member who teaches the course is the major means suggested in II.44.

Option d is incorrect because, under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, the matter that the student is raising is an ethical concern (II.26), as it involves the suggestion that the course may not be facilitating the professional development and

competencies of the students. Even if the second faculty member has the competency to do so, offering remediation work, although possibly helpful to this one student, does not address the broader ethical concern. As such, the second faculty member has a responsibility to try to do something more to offset the harm it might be causing (II.44). Discussing the concern with the member who teaches the course is the major means suggested in II.44.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- II.26
- II.44

30. A member is supervising both an MA student and post-doctoral fellow. Prior to the fellow's arrival, the MA student conceptualized and executed a study. Upon arrival, the fellow helped to analyze the data. The member informed the MA student that the fellow would write the manuscript and be first author, and the MA student would be second author. Was the member's behaviour consistent with the ethical standards of the profession?

- a. Yes, because the fellow has greater seniority.
- b. Yes, because the fellow has more experience preparing manuscripts and the manuscript is more likely to be published.
- c. No, because the MA student merits senior authorship, based on relative contribution.
- d. No, because the member should be first author, as the member is the supervisor of both the fellow and the student.

Option a is incorrect because, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, credit is to be taken only for the work and ideas that a person has actually done or generated, and given for work done or ideas contributed by others in proportion to their contribution (III.7). The *Code* also states that members accurately represent their own and their colleagues' contributions (III.5). The MA student made the greater contribution by conceptualizing and executing the study. The Fellow's greater seniority does not outweigh the greater contribution of the MA student, and it would be inaccurate to imply otherwise by assigning first authorship to the Fellow.

Option b is incorrect because, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, credit is to be taken only for the work and ideas that a person has actually done or generated, and given for work done or ideas contributed by others in proportion to their contribution (III.7). The *Code* also states that members accurately represent their own and their colleagues' contributions (III.5). The MA student made the greater contribution by conceptualizing and executing the study. The Fellow's greater experience in preparing manuscripts and the greater likelihood of the manuscript being published does not justify receiving first authorship.

Option c is correct because, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, credit is to be taken only for the work and ideas that a person has actually done or generated, and given for work done or ideas contributed by others in proportion to their contribution (III.7). The *Code* also states that members accurately represent their own and their colleagues' contributions (III.5). The MA student made the greater contribution by conceptualizing and executing the study.

Option d is incorrect because, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, credit is to be taken only for the work and ideas that a person has

actually done or generated, and given for work done or ideas contributed by others in proportion to their contribution (III.7). The *Code* also states that members accurately represent their own and their colleagues' contributions (III.5). The MA student made the greater contribution by conceptualizing and executing the study. Being supervisor in itself does not justify first authorship.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- III.5
- III.7

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31. A member of the College has an active social media account (e.g., Facebook). A current client invites the member to become "a friend," which would allow the exchange of personal information and photographs on the member's network. What should the member do?
- a. Decline the invitation, because it may lead to an inappropriate change in the professional-client relationship.
 - b. Decline the invitation, as there currently is no way that a member can control what the client will post on the social media account.
 - c. Accept the invitation, but only after discussing with the client the potential harm of potential boundary violations and how to manage them.
 - d. Accept the invitation, but ensure that the member's privacy settings/preferences on the social media account are set to restrict the unwanted communication of the member's personal information.

Option a is correct because, under the *Standards of Professional Conduct, 2017*, a psychologist should not provide or continue to provide services to a client when there is a relationship with the client that reasonably could be expected to interfere with a psychologist's professional objectivity (13.1; 13.2). Being a friend on social media involves personal disclosure on the part of the psychologist and represents a form of ongoing dual relationship that can reasonably be expected to affect objectivity and change the nature of the professional relationship. Although, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, dual or multiple relationships are allowed in special circumstances (e.g., cultural factors or lack of alternatives) (III.30), becoming a friend on social media would not fall under one of the special circumstances and is avoidable.

Option b is incorrect because the rationale for declining does not address any of the underlying ethical issues involved. Under the *Standards of Professional Conduct, 2017*, a psychologist should not provide or continue to provide services to a client when there is a relationship with the client that reasonably could be expected to interfere with a psychologist's professional objectivity (13.1; 13.2). Being a friend on social media involves personal disclosure on the part of the psychologist and represents a form of ongoing dual relationship that could reasonably be expected to affect objectivity and change the nature of the professional relationship. Although, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, dual or multiple relationships are allowed in special circumstances (e.g., cultural factors or lack of alternatives) (III.30), becoming a friend on social media would not fall under one of the special circumstances and is avoidable.

Option c is incorrect because the option assumes that becoming a social media friend, regardless of other considerations, is acceptable if the potential harm of boundary violations and how to manage them is discussed with the client. This is insufficient. Under the *Standards of Professional Conduct, 2017*, a psychologist should not provide or continue to provide services to a client when there is a relationship

with the client that reasonably could be expected to interfere with a psychologist's professional objectivity (13.1; 13.2). Being a friend on social media involves personal disclosure on the part of the psychologist and represents a form of ongoing dual relationship that could reasonably be expected to affect objectivity and change the nature of the professional relationship. Although, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, dual or multiple relationships are allowed in special circumstances (e.g., cultural factors or lack of alternatives) and if steps are taken to minimize the loss of objectivity (III.30; III.31), becoming a friend on social media would not fall under one of the special circumstances and is avoidable. As such, the ethical standard in the *Code* that addresses steps that can help manage unavoidable dual or multiple relationships (III.31) does not apply.

Option d is incorrect because the option assumes that ensuring the adjustment of privacy settings is sufficient to offset any other ethical issues involved. It is not. Under the *Standards of Professional Conduct, 2017*, a psychologist should not provide or continue to provide services to a client when there is a relationship with the client that reasonably could be expected to interfere with a psychologist's professional objectivity (13.1; 13.2). Being a friend on social media involves personal disclosure on the part of the psychologist and represents a form of ongoing dual relationship that could reasonably be expected to affect objectivity and change the nature of the professional relationship. Although, under Principle III – Integrity in Relationships of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, dual or multiple relationships are allowed in special circumstances (e.g., cultural factors or lack of alternatives) and if steps are taken to minimize the loss of objectivity (III.30; III.31), becoming a friend on social media would not fall under one of the special circumstances and is avoidable.

REFERENCES

[*Standards of Professional Conduct, 2017*](#). Sections:

- 13.1
- 13.2

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- III.30
- III.31

32. A member is given a brochure by a local social worker who has recently started a private counselling practice. In the brochure, the social worker is described as a "certified marriage and family therapist" and as providing "social, emotional, and psychological counselling." The social worker asks the member to distribute the brochure to clients who might benefit from the services. Why should the member decline this request?

- a. Social work is not a regulated health profession.
- b. Social workers are not permitted to provide counselling because they are not members of a regulated health profession
- c. Social workers cannot advertise themselves as a certified marriage and family therapist because this is not recognized as professional certification in Ontario.
- d. Social workers cannot advertise themselves as providing psychological counselling because they are not members of the College of Psychologists and Behaviour Analysts of Ontario.

Option a is incorrect because being a member of a profession that is not a regulated health profession is not in itself a valid reason to decline to distribute the brochure. The issue is the use of the word "psychological" in the description of services provided by the social worker. The *Psychology and Applied*

Behaviour Analysis Act, 2021 states that a person who is not a member of the College of Psychologists and Behaviour Analysts of Ontario contravenes the *Psychology and Applied Behaviour Analysts Act, 2021* if they use the word “psychology” or “psychological,” an abbreviation or an equivalent in another language in any title or designation or in any description of services offered or provided.

Option b is incorrect because not being a member of a regulated health profession does not preclude the provision of counselling services. The issue is the use of the word “psychological” in the description of services provided by the social worker. The *Psychology and Applied Behaviour Analysts Act, 2021* states that a person who is not a member of the College of Psychologists and Behaviour Analysts of Ontario contravenes the *Psychology and Behavior Analysts Act, 2021* if they use the word “psychology” or “psychological,” an abbreviation or an equivalent in another language in any title or designation or in any description of services offered or provided.

Option c is incorrect because being a certified marital and family therapist is in itself not a valid reason to decline to distribute the brochure. The issue is the use of the word “psychological” in the description of services provided by the social worker. The *Psychology Act* (8[3]) states that a person who is not a member of the College of Psychologists and Behaviour Analysts of Ontario contravenes the *Psychology and Applied Behaviour Analysts Act, 2021* if they use the word “psychology” or “psychological,” an abbreviation or an equivalent in another language in any title or designation or in any description of services offered or provided.

Option d is correct. The issue is the use of the word “psychological” in the description of services provided by the social worker. The *Psychology Act* (8[3]) states that a person who is not a member of the College of Psychologists and Behaviour Analysts of Ontario contravenes the *Psychology Act* (8[3]) if they use the word “psychology” or “psychological,” an abbreviation or an equivalent in another language in any title or designation or in any description of services offered or provided.

REFERENCES

[*Psychology Act, 1991*](#). Sections:

- 8(2)
- 8(3)

33. A member’s services in an interdisciplinary health setting include providing in-service training in counselling. The member uses teaching techniques that include participants’ self-disclosure of emotionally significant events in their own lives. Which of the following is the member’s most important ethical responsibility when using such techniques?

- a. Provide participants with referral information for treatment services.
- b. Assure that participants are informed about the teaching techniques before deciding whether to participate in the training.
- c. Provide a reading list to those who choose not to participate in the training.
- d. Screen potential participants to identify those who might be harmed by the self-disclosure.

Option a is incorrect because, under Principle I – Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, “psychologists are expected to respect the moral right of research participants, employees, supervisees, students and trainees to reasonable personal privacy, and to take care not to infringe on such privacy unless clear permission is granted to do

so” (I.38). Although providing participants with referral information for treatment services might be appropriate in some circumstances, it is not sufficient as a best course of action in the situation described.

Option b is correct because, under Principle I – Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, “psychologists are expected to respect the moral right of research participants, employees, supervisees, students and trainees to reasonable personal privacy, and to take care not to infringe on such privacy unless clear permission is granted to do so” (I.38).

Option c is incorrect because, under Principle I – Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, “psychologists are expected to respect the moral right of research participants, employees, supervisees, students and trainees to reasonable personal privacy” (I.38). Although providing a reading list to those who do not choose to participate might be a reasonable course of action in some circumstances as an alternative to the training, it is not the best course of action in the situation described.

Option d is incorrect because, under Principle I – Respect for the Dignity of Persons and Peoples of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, “psychologists are expected to respect the moral right of research participants, employees, supervisees, students and trainees to reasonable personal privacy” (I.38). Screening potential participants to identify those who might be harmed by the self-disclosure would itself be an infringement on privacy that would require informed consent.

REFERENCES

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.38

34. Upon receiving a referral for therapy, a member realizes a potential client is the former spouse of his neighbor. Is there a problem in accepting this client for psychotherapy?

- a. No, since one relationship is professional and the other is personal.
- b. No, as long as the member is open in discussing the situation with the client.
- c. Yes, because the member may not be able to be objective in providing therapy to the client.
- d. Yes, because accepting the client may influence the member’s relationship with the neighbor.

Option a is incorrect, because both the *Standards of Professional Conduct, 2017* (13.1; 13.2) and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6; III.30) consider the potential relationship as one that is likely to compromise the objectivity of the member. This would negatively impact working in the best interests of the client.

Option b is incorrect, because both the *Standards of Professional Conduct, 2017* (13.1; 13.2) and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6; III.30) consider the potential relationship as one that is likely to compromise the objectivity of the member. This would negatively impact working in the best interests of the client. Whether the member is open to discussing the situation with the client would not change the fact that entering the dual relationship is a problem.

Option c is correct, because both the *Standards of Professional Conduct, 2017* (13.1; 13.2) and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6;

III.30) consider any dual relationship to be a problem if it is likely to compromise the objectivity of the member. This would negatively impact working in the best interests of the client. Both the *Standards of Professional Conduct, 2017* and the *Code* consider the potential relationship as one that is likely to compromise such objectivity.

Option d is incorrect, because the impact on the member's relationship with the neighbour is not the primary ethical reason for the potential relationship to be a problem. Both the *Standards of Professional Conduct, 2017* (13.1; 13.2) and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* (Principle III, Values Statement, para 6; III.30) consider the potential relationship as one that is likely to compromise the objectivity of the member. This would negatively impact working in the best interests of the client.

REFERENCES

[*Standards of Professional Conduct, 2017*](#). Sections:

- 13.1

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- Principle III Values Statement, para 6.
- III.30

35. A member is teaching an undergraduate course in abnormal psychology. As an exercise, and without informing students in advance, the member showed the Rorschach cards and asked the students to give their interpretive responses in class. A colleague hears of this. What should the colleague do?

- a. Inform the College of Psychologists and Behaviour Analysts about this practice.
- b. Do nothing because the member has the academic freedom to do this.
- c. Talk directly with the member about this practice.
- d. Inform the department chair about this practice.

Option a is incorrect. Although the Standards of Educational and Psychological Testing states that test users have a responsibility to protect the security of tests (9.21), and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that students' personal privacy should not be infringed without clear permission to do so (I.38), informing the College as the immediate action is not appropriate under these circumstances. Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, talking informally with the member is an appropriate way to stop or offset the consequences of harmful activities carried out by another member when the harm is not serious or the activities appear to be primarily a lack of sensitivity, knowledge, or experience (II.44).

Option b is incorrect. The Standards of Educational and Psychological Testing states that test users have the responsibility to protect the security of tests (9.21), and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that students' personal privacy should not be infringed without clear permission to do so (I.38). Under Principle IV – Responsibility to Society of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, academic freedom does not outweigh adhering to these standards (IV.1).

Option c is correct because the Standards of Educational and Psychological Testing states that test users have the responsibility to protect the security of tests (9.21), and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that students' personal privacy should not be infringed without

clear permission to do so (I.38). Under Principle II - Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, talking informally with the member is an appropriate way to stop or offset the consequences of harmful activities carried out by another member when the harm is not serious or the activities appear to be primarily a lack of sensitivity, knowledge, or experience (II.44).

Option d is incorrect. Although the Standards of Educational and Psychological Testing states that test users have a responsibility to protect the security of tests (9.21), and *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017* states that students' personal privacy should not be infringed without clear permission to do so (I.38), informing the Department chair as the immediate action is not appropriate under these circumstances. Under Principle II – Responsible Caring of *The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*, talking informally with the member is an appropriate way to stop or offset the consequences of harmful activities carried out by another member when the harm is not serious or the activities appear to be primarily a lack of sensitivity, knowledge, or experience (II.44).

REFERENCES

[*Standards of Professional Conduct, 2017*](#). Sections:

- 9.1

[*The Canadian Code of Ethics for Psychologists, Fourth Edition, 2017*](#). Sections:

- I.38
- I.44